

From the

Parents' National Educational Union

[Incorporated]

26, VICTORIA STREET, LONDON, S.W.1.

P. N. E. U.

JUBILEE GATHERING

AMBLESIDE. APRIL 17<sup>th</sup> - 23<sup>rd</sup>

1936.

Cmc 27p

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WILL tell you, Scholar, I have  
heard a grave Divine say that  
God has two dwellings: one in  
Heaven; and the other in a meek  
and thankful heart. Which Almighty  
God grant to me, and to my honest  
Scholar: and so you are welcome.

Isaak Walton

Parents' National Educational Union

JUBILEE GATHERING

Ambleside: April 17th - 23rd, 1936

p 2 emc 270



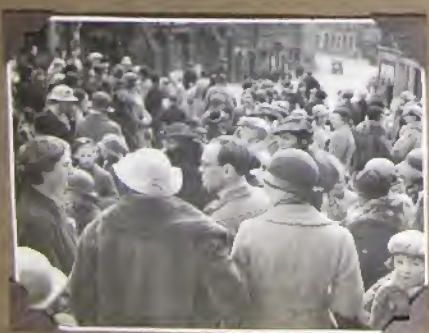


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JUNE 25, 1936

School Pioneer

# British Teachers Honor Founder Of Parents' Educational Union

Report by the Christian Science Monitor

AMBLESIDE, Eng.—The work of its train teachers, The Parents' Educational Union Schools, set up on a plan also outlined by Miss Mason, seeking to enlist the co-operation of parents in maintaining children's work for education, were declared to have demonstrated amply the sound vision of their founder, by their success in many communities.

The meetings brought together for a week in this Lake District place of Westmorland, many teachers and children trained by the methods outlined by Miss Mason in her books and in the schools she set up here. These were the Parents' Union School for children and the House of Education, a training college for teachers of her methods.

## Trails of Good Teacher

"The good teacher," said Miss Essex Cholmondeley, principal of the House of Education, speaking at an early session, "secures order, protects good work from interruption and gives the right impulse, the clear correction of the moment it is needed. The bad teacher has no eye, has no ear and has too much voice. But the strength of the teaching method for which we have to thank Miss Mason lies in its power to keep children's minds alert, unencumbered and able to learn."

"Miss Mason's firm belief in the power of each person to get into touch with the thing he needs, to grow in relationship with it, gaining an insight and understanding, laboring on over hard places, finding delight in achievement—this hopeful belief transforms a teaching method into a way of learning."

## Skilled in Helpfulness

"Give them opportunity and direction, and children will do the greater part of their own education, intellectual, esthetic and even moral, by reason of the wonderfully balanced desires, powers and affections which go to make up human nature."

"Is there any room left for a teacher?" Miss Cholmondeley asked, and declared that there emphatically was. "Someone is needed and that someone must be trained and skilled in helpfulness," she said. "Varied help is needed. Help in introductions and first contacts, companionship of mind, someone to discuss intricacies and compare finds. Wise rule is needed, help in keeping work up to the mark, both in study and in workmanship. The learner must write, test, summarize, never failing to perform the act of knowing which makes knowledge his own."

"The teacher must encourage this power, and see that it never becomes superficial and worthless. According to the help which a child receives will be preserved his natural powers of attention and develop to the full the power to know and to use knowledge."

## High Standards Vital

The importance of teaching a child to execute whatever task he undertakes as perfectly as possible was stressed by Mrs. Shelley, headmistress of the Master House School, Millford, Ireland.

"The secret of this," Mrs. Shelley said, "is twofold. Never give a child a task entirely beyond him, and thereby accept as satisfactory what never is not his best. We often errally wren children, in that we allow them to learn, so that we unconsciously lower their whole moral outlook."

## 250 Children Attend

The opening meeting of the union was presided over by the Dowager Marchioness of Aberdeen, who, with the late Lord Aberdeen, had been for many years its joint president. She was made honorary president at this meeting, and was succeeded as president by Lord Alvaire Graham.

About 250 children from all parts of Great Britain were present at the week's meeting. For the most of them it provided a first glimpse of the Lake District in which, for 40 years, Miss Mason lived and worked, and where she founded her college



Portrait, courtesy of the Parents' Educational Union, of Miss Charlotte Mason, founder of Parents' Educational Union in England.

p8 emc 270

Chairman at 70

The International Good Samaritan! That, you'll find, is a new

board applied to that remarkable

seen in a n. [illegible]

Marchioness, a 1

Aberdeen. She will

preside over to-

day's opening

at the g of the

Jubilee conference

of the Parents'

National Educa-

tional Union. Though a national

association, the conference would not

be complete without a touch of the

international spirit. This will be pro-

vided when letters from Abys-  
sian school children are read out. It is

more than two score years since the

Marchioness first presided over an

international body—the International

Council of Women.



# Cumberland & Westmorland Herald

King's Street, Penrith.

25 APR 1936

Cutting from issue dated

# AN AMBLESIDE EDUCATIONAL JUBILEE

AMBLESIDE has this week been celebrating the Jubilee of the P.N.E.U. (Parents' National Educational Union), founded by the late Miss Charlotte Mason, a well known Ambleside educationalist, who founded the House of Education in that town in 1880. The jubilee, which was held in memory of her founder, took the form of a conference attended by educational experts from all over the country. Our pictures show:



(1) Miss Cholmondeley, Principal of the House of Education, Ambleside; Miss Hardcastle, House of Education; and Miss Gillis



(2) Children of Fairfield Practising School, Ambleside, marching in procession in the streets, while a service was conducted by the Vicar, the Rev. H. A. Thompson. Children from P.N.E.U. schools all over the country walked to the church carrying bann-  
er. Miss J. Mappin, Swanage.

Cutting from the Teachers World  
 Dated April 29 1936  
 Address of Journal Senior Edition

TEACHERS' WORLD AND SCHOOLJOURNAL, April 20, 1930

# Parents National Educational Union

# JUBILEE FESTIVAL

From Fiji to  
Addis Ababa

## AN ACCOUNT OF THE AMBLESIDE CONFERENCE

whose education calls upon their pains in  
 interest and not upon their diminished atten-  
 tion less steadily in *esprit d'exalté*, though  
 they gain the whole world. They are lovers.

### "Our Founder"

On Saturday evening the Director of the Parents' Union School, Miss Kitching, gave an address on "Our Founder, Mrs. Mason," and Lady Maureen Stanley, wife of the Minister for Education, took the chair. On Monday papers were read from two ex-students of the House of Education who are running very successful nursery schools, a new development of the work, the necessity for which, in these days of smaller families and smaller houses, is becoming daily more obvious.

On Monday evening the Hall at the House of Education was again packed to overflowing on the occasion of Professor de Selous' paper on Wordsworth's "Interpretation of Nature." At the opening of the meeting it was announced that Lord Alington (who was taking the chair) was to be the new president of the Union in succession to the Marquisess of Aberdeen who with the Marquis held a joint presidency lasting for nearly 50 years. Lady Alington in a farewell message said that she had promised to remain as Honorary President of the Union.

On Tuesday Miss Hardcastle and Mrs. Shelley spoke on "Character Training" and Miss Pennington gave an address called "The Great Recognition."

### The Children's Programme

And all this time the children had been following a special programme of their own. They saw them setting off an geological expedition, small boxes of eight and nine armed with small hammers and looking as serious as any grown geologist. In the mornings, divided into their forms, they shared lessons with their hitherto unknown school fellows from all over the country. Grown-ups were rigorously excluded from the morning lessons (owing to lack of accommodation), but they much enjoyed the pipe playing on pipes made by the children themselves.

Then there was an afternoon when the children acted out a fine Shakespeare play, the children from an elementary school (Lincoln) were in Massena from the Milwaukee Night's Dream, a head for Hudson presented some difficulties, but was finally constructed from a round wire flower basket, with four pennyworth of fur from a jumble sale, two old tennis shoes, a rope rabbit one which, getting back to back, made a most realistic mouth flapping animal.

On the last afternoon there was a children's party in the beautiful house and grounds of the House of Education, and the children carried away with them a cord with three words:

"I will tell you, Scholar, I have heard a grave Divine say that God had two dwellings: one in Heaven; and the other in a meek and thankful heart. Which Almighty God grant to me, and to my honest Scholar: and so you are welcome." — Isaac Walton.



PROCESSION OF P.N.E.U. SCHOOL CHILDREN AT THE AMBLESIDE JUBILEE CONFERENCE. More than 200 pupils attended the festival.

**S**EVEN hundred parents, teachers and children have been assembled over this week-end at Andiside for the Jubilee gathering of the P.N.E.U. Seven hundred persons, and though (two hundred and seventy of them are children, that only makes the crowds which throng the various rooms already more exciting and excited. For the children are no passive on-lookers; they sing, play, and go about rejoicing their lives, and the grown-up people, too, who obviously are drinking deeper satisfaction from the fact of being assembled together in this place where lives the spirit of an educational ideal which has animated a great many of them since the days of their own childhood.

### Biggest School in the World

Miss Charlotte Mason, who died in 1923, founded the P.N.E.U. in 1892. To day the Parents' Union School numbers 90,000, surely the biggest school in the world, and it literally does cover the whole world. House of Education students may be found to-day in Africa (South, East, West and Uganda), Australia, Canada, India, and Ceylon; New Zealand, U.S.A., and S. America, China, Hongkong, Jamaica, Egypt, Japan, New South Wales, Samara, Madagascar, Malacca, Switzerland, Italy, Holland, Germany, France, Portugal and Rumania.

Among the parents and teachers attending the present conference are representatives from every British Dominion, and hundreds of letters have been received from every part of the world, bringing photographs as well as good wishes. There have been letters from Japan, the Fiji Islands and Alder Abala, and to mention three

### The Welcome Meeting

The welcome meeting on Friday evening began with the reading of a telegram from His Majesty the King in answer to a message of loyal greeting which had been despatched earlier in the afternoon. The cluhs was taken by the Hon. Mr. Mairumwema of Maseru and Tembo—only one of the members of the society of our public women of today. His speech was a long one, and was followed by the P. N. E. U. and of that of the Hon. Mrs. Fumkila, who is the very active honorary secretary, and in recognition of whose work it is proposed to introduce a fund for the assistance of students from the House of Education who may want to start schools of their own.

On Saturday morning there was a procession to the village church, the children carrying banners representative of some of the many schools run by the P.N.E.U. These include Overstone School, Northampton, St. Julian's School, Carewelles, Portugal, and the new Irish School at Milford.

for the whole country being "snow and sleds," but the children with their banners walked to church in brilliant sunshine under the light of blue skies and with a background of snow capped mountains making a scene more "Swiss" than what one ordinarily expects to see in England.

The text of the sermon was, "God gave us memories that we might have roses in December."

#### P.N.F.U. Methods

On Saturday morning Miss Chalmersley, principal of the House of Reformation, read a paper called "Teaching Methods," she called it P. I. S. "a workday title," she called it, and opened her address with a pretty figure of speech in which she chided the Princess Knowledge in working clothes, "In working overall, thick gloves, ancient hat-frumpy clothes-frumpy title," and then showed her audience how really lovely were the results of the labour done in these working clothes. She spoke of the cultivation of mind to be measured not in "avoir du pain" so much as in "avoir du respect," and remarked that "a person at 60 years can come out much better than at 20."

weight considerably less by *simply* "expecting" than he did at five years. This melancholy fact is not always due to emptiness of mind. Some things weigh light on the scales. Perhaps the mind at 50 is so well filled with preoccupations and entertainments and self-regard that no room is left for more significant occupants. At five years a child knows his well-loved stories . . . knows with un-

minuscule, vivid knowledge which fills his mind. He breathes on them his absorbed attention and tireless cogitations; is only the absorbed attention which can enhance and appropriate, and it is only certain things which can claim and win this quality of attention. Some thoughts and facts can command more public interest. Public interest is very common; it is also useful. It secures, not knowledge, but information (that hallmark of the well-taught person). The tragedy is that those



Prophetess said there was no nonsense in the Middle Ages about the so-called "proper" place of women, because they knew that woman would always find her own path and fulfil her own destiny.

Wednesday's celebrations took the form of farewell gatherings, and the majority of the visitors left for home on Thursday morning.



## Methods of Teaching The Very Young

LORD GRAHAM AND THE P.N.E.U.

For a full hour Prof. de Selincourt, in a delightful paper on the great Lakeland poet, kept his audience in wrapt attention. His address was interspersed with extracts from some of the poet's most famous works on the beauty of nature.

Change Court, Albion Street, Leeds.

Cutting from issue dated.....18 APR 1936

### Jubilee Celebrations at Ambleside

The Indian Education is known as the school where learning is pleasure. The course are short. There is no preparation, scholars are free to enjoy hobbies in the intermissions, and there is no cramming for term examinations. Questions are set to find out what students know rather than what they do not know.

St. John's Lane, Gloucester.

Cutting from issue dated.....1960 098

HARESFIELD CHILDREN AT  
AMBLESIDE

### Demonstrations at Jubilee Conference

Parents and friends of the children have given provisions and even of money to help them out, and the cost of the outing has almost been entirely defrayed by the village.

The conference will include dancing, community singing, social gatherings, pipe selections, exercises to local beauty and history spots, games, debates, and a children's Blackie parade program—in fact, is representative of a pleasant week's enjoyment and outdoor. Several discussion meetings for the adults have also been arranged.

Westgate Road, Newcastle-on-Tyne.

Cutting from issue dated, 22 APR 1936

## AMBLESIDE ADVICE ON TEACHING CHILDREN

She said that all children should be allowed to talk of their work during hours. Children of six years learn more at that age, in proportion than in any other years.

Cutting **300 PARENTS  
LABELLED  
WITH NAMES**

## CONFERENCE WAY TO FRIENDSHIP

## SCHOOL TRIBUTE AT AMBLESIDE

The main object of the conference is to honour the memory of Miss Charlotte Mason, who founded her unique system of education 50 years ago, and who was the first principal of Scale How Teachers' Training College, Ambleside.

CHURCH PARADE

Lady Holden Cassel presided at Saturday's conference, when methods of teaching in Parents' Union's schools were explained by Miss E. Cholmondeley, the Principal of Scale Row.

Sho and their teaching method depended first and last upon Mr. Mason's teaching. With regard to knowledge the mind received knowledge in order that it might know but in order that it might grow. Young and alike growing persons need direction, control and above all, food.

46/54 Victoria Street, Liverpool.

Cutting from issue dated.....22 APR 1936.....

Lord Alhurst Graham was yesterday unanimously elected president of the Parents' National Educational Union, whose jubilee conference is being held at Amblede. He succeeds Sir John Marchmont of Aberdeen and Tormair, who will be hon. president.

Withy Grove, Manchester.

Cutting from issue dated.....22 APR 1936

AS SEEN BY SONNY

Some years ago his eldest son, having more or less mastered the rudiments of reading and writing, chalked on newly-painted farm buildings, "Not fat daddy."

Change Court, Albion Street, Leeds.

Cutting from issue dated.....21 APR 1936

### Ambleside Conference

All address on "Wordsworth's Interpretation of Nature" was given by Professor Ernest de Selincourt last night to the jubilee conference of the Friends National Educational Union at Ambleside Lodge. Al-air Graham presided.



pl2 cmc 270

## Yorkshire Post

Change Court, Albion Street, Leeds

Cutting from issue dated.....

### PARENTS' UNION FOUNDER

#### Memory Honoured By World Delegates

To avoid the necessity of introductions, 500 adult delegates from all parts of the world who are attending the Jubilee Conference of the Parents' Educational Union, at Ambleside, are all labelled with their respective names.

This is the biggest conference ever held at Ambleside, and the delegates, with students and children, number nearly 700.

The main object of the Conference is to honour the memory of Miss Charlotte Mason, who founded this unique system of education fifty years ago, and who was first Principal of the Seale How Teachers' Training College, Ambleside.

On Saturday children representing many countries of the world joined in a procession to church, and after service marched by the grave of the founder.

Adjoining the College is the Fairfield Practising School, where young students are taught. The scholars regard the learning as great joy and pleasure, for the hours are short, there is no "prep", and afterwards are free for hobbies.

Lady Helen Chalmers presided at Saturday's Conference, when methods of teaching in the Parents' Union's schools were explained by Miss E. Chalmers, the Principal of Seale How. She said their teaching methods depended first and last upon Miss Mason's teaching with regard to knowledge. The mind received knowledge not in order that it might know but in order that it might grow. Young and old alike, growing persons all needed direction and control, and above all food.



With happy commemorations of our Jubilee Festival at Ambleside, 1936.

From (left) Miss Helen Chalmers and (right) Lord President Mrs. Lord Chalmers by the P.E.U. system of education in 1936. The personal secretary of the President, Miss Chalmers, is also present.

## Daily Mirror

Geraldine House, Rolls Buildings, Fetter Lane, E.C.4.

Cutting from issue dated.....

18 APR 1936

### Learning a Pleasure at This School

Ambleside in Lakeland, was "invaded" yesterday afternoon by 650 parents, teachers, students and children who are taking part in the jubilee celebrations of the Parents' Educational Union at the House of Education, the House of Education is known as the school where learning is a pleasure.

The hours are short, there is no prep, scholars are free to enjoy their hobbies in the afternoon, and there is no cramming for the term's examinations.

The questions are set to find out what they know, rather than what they do not know.

## Leeds Mercury

Bond Street, Leeds 3 APR 1936

Cutting from issue dated.....

### HOUSE OF EDUCATION.

#### Lakeside School Where Hours Are Short.

From Our Own Correspondent.

AMBLESIDE, Friday. This delightful centre of Lakeland was invaded this afternoon by six hundred and fifty parents, teachers and children from all parts of the country who are taking part in the jubilee celebrations of the Parents' Educational Union at the House of Education.

The House of Education is known as a school where learning is a pleasure, hours are short, there is no "prep," scholars are free to enjoy hobbies in the afternoon and there is no cramming for examinations. Questions are set to find out what they know rather than what they do not know.

The celebrations began to-day, when the Marquess of Aberdeen and Tennant (president) welcomed members of the conference. The proceedings will continue for five days, and visitors will enjoy expeditions and mountain walks, socials, discussions and lectures.

Distinguished visitors include Lady Macrae, Stanley, Lady Cottesloe, Lord Alford, Graham and Professor de Selincourt.

## Liverpool Daily Post

46/54 Victoria Street, Liverpool.

Cutting from issue dated.....

18 APR 1936

### AN EDUCATIONAL JUBILEE

#### SYSTEM THAT IS USED BY OVER 650 SCHOOLS

Lord Marchmont of Aberdeen and Tennant, president of the Parents' Educational Union, welcomed 418 members at the opening meeting of the jubilee gathering in connection with the union at Seale How College, Ambleside, last night.

She read a message that she had sent to the King from the 418 members and 250 children from many parts, thanking their loyal pupils. She also read the King's reply, thanking her cordially and expressing much appreciation of the good work of the gathering.

The system of education evolved by the founder and first principal of the college, Miss Charlotte M. Mason, in 1886, it is stated, is used by 402 public elementary schools and 252 public and private secondary schools throughout the world.

Scholarships training 150 members of the system come from Germany, France, Australia, New Zealand, South Africa, Canada, India, Ceylon, Timor, and Scandinavia.

# Christian Science Monitor

107 Falmouth Street, Boston, U.S.A.

Cutting from issue dated June 1, 1931

Schools—Colleges  
Home Study

Confirma  
Pbk.

## In the Home Schoolroom

Charlotte Mason's Work  
Still a Dynamic Force

**I**n 1892, the Christian Science Monitor, Ambleside, Westmoreland, Eng., THE recent Jubilee celebrations at Ambleside testify to the continued application of the principles upon which Charlotte Mason founded her system of education fifty years ago. It is impossible, indeed, to gauge the results of her work, for the influence of her thought and practice has reached far beyond the Parents' National Educational Union itself, and many of the ideas which she formulated are an accepted part of present-day educational theory. Since Miss Mason took up her life work on behalf of children, there has been a growing recognition on all sides of the need for more freedom and liberality in education. It is hard to realize, for instance, that nature study, acoustics, musical appreciation, now found as part of the curriculum in many schools of Great Britain, but pre-eminently in P. N. E. U. schools, were unknown in English schools of her time.

In 1896 Miss Mason published her first book, "Home Education," which was based upon a series of lectures she had given to parents and teachers in Bradford. There the first group of loyal friends, attracted by the new ideas and inspired by Miss Mason's enthusiasm, formed the Parents' Educational Union—as it was called at first. This was an association of parents, the first of its kind, who, in spite of their individual viewpoints, were united in their desire to give their children a better type of education. Membership in the Union is not confined to parents but is open to all who are interested in education.

The P. N. E. U. was formed in 1897, and in 1903 The Parents' Review appeared, a monthly periodical, devoted to the furtherance of her ideas, which Miss Mason continued to edit until her passing in 1923. In 1892, came the Parents' Union School, consisting, at first, of children in home

schoolrooms or small classes. Soon, however, schools began to join the movement, private schools, and later government schools, both elementary and secondary. At the same time the training college for those who wished to teach by these methods was developing. The House of Education started in Ambleside in 1893 with four students, but Miss Mason lived to see her college established there in its own building and grounds, which now has accommodation for 60 students, 30 finishing each year. Attached to the college is a practicing school, where there are children of all ages.

This was the first college in Great Britain to offer a course of training for home teaching. It helped to rescue children from the haphazard and often quite inefficient methods then all too common, and also did much to raise the status of governesses in this country.

What are the distinctive features of the P. N. E. U. method? A system which insists upon the use of good books, which has no homework or cramming for examinations, where the pupils do the talking, "narrative" it is called, and the teachers play a relatively silent part—this play is generally known. It is becoming recognized, too, that P. N. E. U. children love their lessons, learn easily for the most part, and remember what they learn—a challenging fact to be faced by other educational systems.

Children taught in the P. N. E. U. are usually intelligent, self-reliant, with a wide knowledge of books, and many and varied interests and occupations. They love to learn—and at

examination times to "tell what they know," which they do with quite amazing powers of expression. Those who teach them share in this joy, and under this method there is no drudgery of teaching. In many cases mothers teach their own children successfully and happily for years. How is all this brought about?

Miss Mason started out with the unshakable conviction that children must have direct contact with vital ideas if they are to live and grow in knowledge, and that this contact can only come from the world's great thinkers and writers as expressed in their books, and not as interpreted by the teacher. She found, too, that children learn best from books written in literary language. However young the child, the books he has to study are chosen with as much regard for their literary style as for their content. From this comes the P. N. E. U. emphasis upon good books—the conviction that children of all ages can and do appreciate great literature.

Using such books, Miss Mason found that children use their natural powers of attention in a way that makes learning a joyous adventure, and removes the necessity for any artificial stimulus, such as marks, places or prizes. She trusted the irresistible attraction of vital ideas to furnish all the stimulus that could be needed, opening up to the children fields of knowledge and delight in beauty.

"Education is an atmosphere, a discipline, a life," wrote Miss Mason, "and a process of absorbing sufficient information to pass some final examination, now even the preparation for some particular career, but without the ~~idea of a~~ idea of a life." Character training, she believed, cannot be separated from true education, and for character training, as she conceived it, the variety of subjects studied plays a definite part.

The Parents' Union School is a correspondence school composed of thousands of children scattered all over the world. The programs of work and lists of books go out to the children every term, and examination papers worked by them are sent back to headquarters at the end of each term. The P. N. E. U. program is a boon to the mother teaching her own children, especially the mother abroad, for it answers such questions as, "Is my child up to standard for his age? Am I expecting too much of him—or too little? My memory of school days is hazy, the modern methods are so entirely different, what and how shall

I teach that he may not be handicapped when he goes to school?"

Children in home schoolrooms are graded in Forms according to age ability. Home-taught children, who later enter P. N. E. U. schools, continue their work without a break. Those who wish to do so are able to take public examinations with a little extra preparation, and without the cramming usually thought necessary.

Although the P. N. E. U. started in the home, its methods are just as applicable to schools, and today schools of all kinds are found working under its auspices. There is a group of recognized P. N. E. U. schools, at home and abroad, many of them staffed by trained students from the House of Education, as well as many other schools where the programs are used and Miss Mason's methods followed as far as possible. In 1916 P. N. E. U. methods were for the first time introduced into a public elementary school—the system of state education in Great Britain. The result of this experiment fully justified Miss Mason's claim that her principles could be applied to every kind of child without distinction of class or creed, that they are, indeed, the path to "a liberal education for all." It was found that children of the working classes, with no cultural background and often a most limited environment, showed the same eager joy in their work, and the same ability to appreciate and understand the books presented to them as other children in better surroundings. The splendid results in these state schools led more and more of them to adopt these methods, and today, of the 650 schools working in the P. N. E. U., 402 are public elementary schools.

All her life Miss Mason had been interested in children and in im-

mune touch with them. She herself took the only training for teachers then available, the Bishop Otter College course for elementary school teachers, and taught and lectured for many years while the work that was to be distinctively hers was taking shape in her thoughts. Thus the principles she championed came to her as profound convictions, borne out by her experience during those years of constant contact with children of all kinds. The whole movement owes its inspiration and its development to her untiring labors, yet she desired no recognition for herself. Of the outcome of her work she was severely confident. Like all great thinkers she had a profound faith in the enduring vitality of the ideas which she gave so unparaphrasing to the world.